

Grade 2 Overview

Focus: We Respect Each Other

This unit helps students understand that people have both similarities and differences. In order to live together peaceably, it is important to respect the views and rights of others.

Key Ideas:

- People share many similarities.
- People differ from one another in many ways.
- A community often is made up of people who are both different from and similar to one another.
- Successful communities use the strengths of their individual members to make the community a better place for everyone to live and work.

Key Connections to Citizenship Education:

Good citizens:

- respect the rights of others to have their own views and beliefs.
- treat others the way they would want to be treated.
- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.

Lessons:

1. *Similar and Different*
2. *Point of View*
3. *A World of Difference*
4. *Our Flag Brings Us Together*

Culminating Activity:

Have a classroom party built around the contributions of other cultures to American culture. Divide the class into committees to plan the food, the decorations, and the activities. If possible, invite guests to share the celebration.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 2)

World Cultures - Students will:

Illustrate how neighborhoods and communities are made up of people of different ages and background:

- identify people of different ages and backgrounds in their communities.
- share the culture and traditions of their families.
- explore the culture and traditions of ethnic groups in the community.

Inquiry Skills - Students will:

Use a variety of resources, including electronic and other technologies and print media to gather and organize information:

- summarize information from books, stories, interviews, field trips, and audiovisual sources.
- use symbols to convey information.
- make charts, maps, and other graphic organizers.

English/Language Arts (Grades K-2) - Students will:

Communicate orally with people of all ages by:

- asking and answering questions.
- sharing ideas.
- listening and responding.

Write for different purposes and audiences producing a variety of forms, including:

- picture books.
- personal and informational messages with emphasis on content.

Recognize the interrelatedness of language, literature, and culture by:

- enjoying works from their own and other cultures.
- learning about other cultures through literature and language.

Grade 2 Lesson One

Similar and Different

This lesson helps students understand that people in the classroom, school, and community have both similarities and differences.

Key Ideas:

- People share many similarities.
- People differ from one another in many ways.
- A community is made up of people who are both different from and similar to each other.
- People from different backgrounds have to work to understand each other's point of view.

Key Connections to Citizenship Education:

- Good citizens respect the rights of others to have their own views and beliefs.

Objectives:

Students will be able to:

- define and give examples of similarities and differences.
- identify examples of differences within their community.

Introductory Activity:

Help the class to brainstorm ways that people in the class are similar and ways that people in the class are different. Play a game in which the teacher separates the students into groups based on a characteristic, such as hair color, height, or color of clothes. (Make sure that the basis for grouping is not embarrassing or hurtful to any student.) Students then must identify the basis for the groupings. After the students understand the rules for the game, let them take turns at separating the class into groups. Point out that people in the class can be part of different groups at different times.

Core Activities:

1. Through class discussion, develop a definition for “similar” and “different.”
2. Create a list of examples of different ways of doing the same things in two communities. For example, people in one community might attend a fireworks display to celebrate the Fourth of July. In another community, people might watch Fourth of July activities on television.
3. Read *Amish Home*, by Raymond Bial, *Dinner at Aunt Connie's House*, by Faith Ringgold, or another book that shows people and communities that are similar and different. Compare and contrast the people and communities pictured in the book.
4. Discuss ways we can better understand and benefit from differences.

Additional Ideas:

1. Read a set of fables that highlight similarities and differences, such as “The City Mouse and The Country Mouse.”
2. Compare and contrast life in rural and urban Indiana settings and identify examples of different ways of living within our state.
3. Develop a list of the contributions that different people have made to the community.

Evaluation/Assessment:

After listening to a story about a family that lives in another culture, children will compare that family and community with their family and community. They will identify at least three similarities and three differences.

Home Connection:

Inform parents well in advance regarding the purpose and activities in this unit and ask for suggestions for involvement. Some parents might want to serve as resource persons and share experiences they have had traveling or living in another culture.

Resources:

- Bial, Raymond. *Amish Home*. Boston: Houghton Mifflin, 1993.
- Ringgold, Faith. *Dinner at Aunt Connie's House*. New York: Hyperion Books for Children, 1993.
- Many of Patricia Polacco’s books also provide a story of a different culture.
- Collections of fables for children including stories, such as “The City Mouse and The Country Mouse.”

Grade 2 Lesson Two

Point of View

This lesson is intended to help students consider ways that individuals and communities can respect different points of view and manage conflicts peacefully.

Key Ideas:

- A community often is made up of people who are both different from and similar to one another.
- People from different backgrounds have to work to understand each others' point of view.

Key Connections to Citizenship Education:

Good citizens:

- respect the rights of others to have their own views and beliefs.
- treat others the way they would want to be treated.
- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.

Objectives:

Students will:

- identify the different points of view expressed by the characters in a story they read or listen to.
- give examples of situations in which diverse points of view have resulted in conflict within a community.
- discuss strategies or behaviors that could minimize conflict and enable cooperation.

Introductory Activity:

Read *The Butter Battle Book* by Dr. Seuss or another book or story that deals with conflicts or different points of view.

Core Activities:

1. Identify the points of view of the two sides in the *Butter Battle Book*.
2. Discuss the conflict that resulted from the different points of view.
3. Have students work in pairs to think of ways that the conflict might have been avoided.
4. List these ideas as the pairs report on their discussions.

Additional Ideas:

1. Discuss examples of real-life conflict resulting from different points of view. (At this point, the teacher could introduce historical examples.)
2. Evaluate whether the strategies suggested in the Core Activities are applicable to everyday events. List and discuss the probable consequences of each strategy. Have children select the best strategies and tell why they are best for individuals and the community.

Evaluation/Assessment:

Read the story *Tusk, Tusk* by David McKee. Have the children write a paragraph outlining some strategies that the gray elephants could use to avoid a conflict over the shape of their ears and tell why these strategies are appropriate or helpful. (If this book is not available, another story relating to a conflict might be used.) Children should be able to identify the major source of the conflict and suggest strategies that will lead to settling the conflict in positive ways.

Home Connection:

Keep parents informed regarding the purpose and activities involved in this lesson. Some parents may want to take this opportunity to discuss ways of settling conflicts.

Resources:

- Dr. Seuss. *The Butter Battle Book*. New York: Random House Books for Young Readers, 1984.
This book presents the escalating problems that develop when people let small differences divide them.
- McKee, David. *Tusk, Tusk*. Brooklyn, NY: Kane/Miller Books, 1990.
This story tells of black elephants and white elephants who hate each other. The eventual outcome of the conflict is the disappearance of both and the appearance of gray elephants. At the end of the story, the gray elephants are beginning to notice differences among themselves.

Grade 2 Lesson Three

A World of Difference

This lesson explores the contributions of different cultures to the local community and addresses the question: How do communities benefit from differences?

Key Ideas:

- A community often is made up of people who are both different from and similar to one another.
- Successful communities use the strengths of their individual members to make the community a better place for everyone to live and work.

Key Connection to Citizenship Education:

Good citizens respect the rights of others to have their own views and beliefs.

Objectives:

Students will:

- identify the groups of people within their community who represent different cultural backgrounds.
- identify examples of contributions people of different backgrounds have made to the local community.
- identify examples of contributions that people from other cultures have made to American culture.

Introductory Activity:

Invite someone from another culture to speak to the class about customs and traditions from their culture that are different from those in the culture of the local community.

Core Activities:

1. Make a class list of things in your community that are from another culture.
2. On a world map, color the countries represented on the list and draw lines to connect those countries with your own community.
3. Create a bulletin board display to show examples of contributions from other cultures to the common American culture. Contributions might include foods, words, clothing, etc.

Additional Ideas:

1. Develop an e-mail “key pals” relationship with a classroom in another part of Indiana, in another state, or another nation. Have students list similarities and differences they discover with their on-line friends, such as subjects studied in school, food, transportation, games, and recreation.
2. Use the yellow pages of the telephone book to identify the services that are provided in your community by people from other cultures. Such services might include restaurants, grocery stores, churches, or clubs. Visit a restaurant or grocery store and consider ways that they are both similar to and different from the same types of businesses with which children are familiar. Consider ways that these differences help to enrich community life.

Evaluation/Assessment:

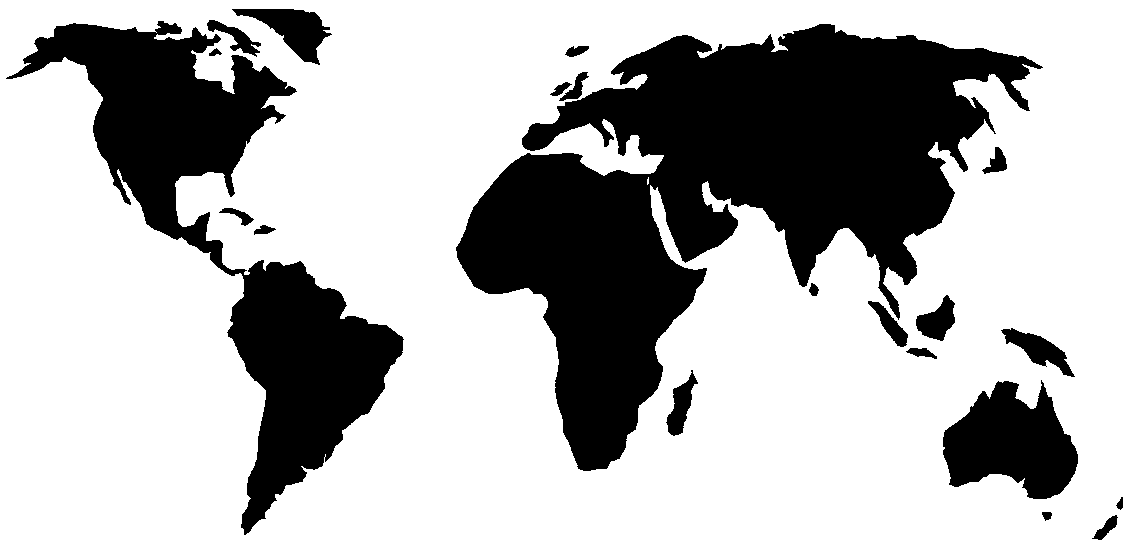
Have each child develop three questions that they would use to interview a person from another culture. Children should practice asking their questions using their best manners.

Home Connection:

Keep parents informed of the purpose and activities involved in this lesson. Some parents may have traveled or lived in other cultures or may be from different cultural backgrounds. Some parents may want to visit the class to share aspects of their cultural heritage, as well as their pride in being American citizens.

Resources:

- World maps



Grade 2 Lesson Four

Our Flag Brings Us Together

This lesson introduces students to the American flag as a symbol of our country and emphasizes the idea, that while we are all different individuals, we share the same democratic ideals. (Ideas for this lesson were contributed by Jill Meisenheimer, parent volunteer, and students at the Hamilton County OPTIONS program.)

Key Ideas:

- Members of communities share many things in common, including common symbols.
- While we are all different, we all belong to the same country, symbolized by the American flag.

Key Connections to Citizenship Education:

Good citizens understand the importance of respecting the American flag.

Objectives:

Students will:

- give examples of “symbols” (something that stands for or represents something else) that they recognize in their own community.
- explain that the American flag is the symbol of our country.
- give examples of things that people in our country share in common. (We have the same flag; we celebrate the Fourth of July; we vote for national leaders; etc.)
- identify the features of the American flag and explain their meaning.
- cite ways to show respect for the flag.

Introductory Activity:

Bring examples or pictures of different types of symbols and logos commonly found in the local community or in the media. Examples might include traffic signs, restaurant or fast food signs, logos for businesses or products, such as athletic clothing, cars, or seed grain companies. Ask students what they think of when they see each of these objects or pictures.

Explain to students that these items are “symbols.” They stand for or represent something else. Ask students to give their own examples of symbols that they recognize in the immediate environment of the school and community.

Core Activities:

1. Hold up pieces of red, white, and blue construction paper and ask students what they think of when they see these three colors together. Some students may volunteer “the Fourth of July” or the “Flag.”
2. Focus student attention on red, white, and blue as the colors of the American flag. Emphasize that the flag is something that we all recognize as the symbol of our country.
3. Ask students what is unique about our flag. What special features does it have? Using an actual flag or a picture, ask students to point out the features of the American flag. Have students count the number of stripes and the number of stars. What do the stars and the stripes represent?
4. Ask students to give examples of how we show respect for the flag at school and public events, such as athletic events or parades. Invite a Scout leader or older student to demonstrate how to raise, display, and fold the flag.
5. Have students design their own individual, classroom, or school flags using many different types of paper, fabric scraps, glue-on stars, and other materials. All the flags can be different.
6. Ask students to discuss their designs. How are they similar to and different from the actual flag? How is each design unique? How are they the same? The designs are all different, just like the people who made them. What do all the people in the class share in common? (While all of us are different, we share the same flag and the same country.)
7. Help students make a list of things that people in our country have in common: we all celebrate the Fourth of July; we all have the same laws and rights under the United States Constitution; adults across the country vote to elect our president and members of Congress; and students can sometimes vote in classroom elections.

Additional Ideas:

1. Design a class flag.
2. Develop a flag scrapbook.
3. Develop a handbook on respecting the flag.
4. Take part in a “Red, White, and Blue Day” in which everyone wears something red, white, or blue.
5. Explore red, white, and blue foods. Work with parents to provide samples of different types of foods (such as strawberries, blue berries, bananas). For some students some foods will be a new experience.
6. Design patriotic decorations for a special school, classroom, or community event, such as Election Day, President’s Day, Memorial Day, or Veterans’ Day.
7. Develop and decorate a calendar of patriotic celebrations and dates when the flag is flown.

8. Share history and stories about the development of the American flag.
9. Identify and display pictures of flags of the various states or other nations.
10. Invite a member of a local veterans' group to speak to the class about the meaning of the flag and the proper way to display it.
11. Develop a map or chart of businesses and public buildings that fly the national flag.

Evaluation/Assessment:

1. Have each student draw and color the American flag and write or tell about the meaning of each feature.
2. Have students construct and illustrate a booklet of ways to show respect for the flag at school, at public events (such as parades), at school board meetings, etc.

Home Connection:

Have each child make an American flag to take home and display on patriotic holidays and celebrations. Encourage each child to take home his or her booklet of ways to show respect for the flag to discuss with his or her parents.

Resources:

- Rolla, Vera. *The American Flag*. Lanham, MD: The Maryland Historical Press, 1991. This illustrated book provides parents and teachers with information on the Flag Code, the meaning of the flag and its colors, the Pledge of Allegiance and its history, a description of state flags, a chapter on Flag Etiquette, a history of the flag, a glossary and diagram of the parts of the flag. Available from The Maryland Historical Press, 9205 Tuckerman Street, Lanham, MD 20706, phone 301-577-5308, FAX 301-577-8711. Paperback \$5.95, hardback \$12.95. (*The Presidents and Their Pets* is available from the Maryland Historical Press, paperback \$14.25 and hardback 19.50.)
- Ryan, Pam Muñoz. *The Flag We Love*. Watertown, MA: Charlesbridge Press, 1996. This is an illustrated book on the American flag which can be used by children to gain an understanding of the flag and its meaning.
- Invite a veteran to your school to discuss the importance of the flag. In most Indiana counties, there is a County Veterans' Service Officer who can be reached through your County Court House information services. Contacts can be made, also, through the nearest American Legion chapter, National Guard Armory or Reserve Unit, through other local veterans' service organizations, or the Department of Veterans' Affairs at 317-232-3910.
- Veterans of Foreign Wars. The VFW provides a school folder containing flag information and other important documents. Also available is a brief video tape about the national anthem, entitled, *It's an Honor*. For information, contact: Director, Citizenship Education, VFW National Headquarters, 40637 W. 34th St., Kansas City, MO 64111, 816-756-3390.

